



GLAM ACADEMY

CURRICULUM POLICY

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Contents

1. Principles
2. Curriculum Structures
3. Curriculum Time
4. Schemes of Work
5. Differentiation
6. Teaching and Learning
7. Homework
8. Transition
9. Home Tuition/engagement
10. Management, Monitoring, Evaluation

The curriculum is the formal means by which our school translates its aims and values into practice. It comprises all the planned activities and experiences which the school provides to help students to learn. We will aspire to raise educational standards through a robust therapeutic approach.

1. PRINCIPLES

The intentions of our curriculum are to:

- provide equal opportunities for all students regardless of gender, aptitude or
- cultural, ethnic or religious background
- offer a broad and balanced entitlement to all students
- prepare students for further study, the world of work and to become active citizens
- develop positive personal and social values
- provide a variety of activities which bring about effective learning
- provide appropriate challenges for all students and lead to achievement for all students
- to provide a made-to-measure access to a curriculum that takes into account abilities and aptitudes as well as individual needs including those stipulated in possible EHC plans

- provide continuity and progression from the point of transfer to the time of leaving school.

Our intention is to match or exceed the nationally expected level of progress, closing the gap, to offer our students a platform to lifelong learning.

2. CURRICULUM STRUCTURES

The curriculum is planned in a coherent manner ensuring it meets legal requirements, including those of a broad and balanced curriculum and embraces cross-curricular themes (including careers education and guidance, citizenship, economic and industrial understanding, environmental, health and sex education) and cross-curricular skills - in particular those of literacy, numeracy and ICT.

Although RE is not on the timetable as such it is addressed throughout by means of cross curricular discussions, motivational posters expressing a variety of views, educational visits to places of worship, visits from a variety of different faiths and beliefs.

Sex education is part of the PSHE/ PSD cycles in KS3/4. British values are addressed throughout.

Wellbeing is part of the weekly timetable constructed around each individual student's needs. The development of students' personal and social skills and their spiritual and cultural development are addressed specifically through the PHSE programme and (tutor time) discussions, as well as permeating the whole curriculum, both formal and hidden. The importance of developing ICT, literacy and numeracy is recognised by the time allocation on the curriculum and a continuing emphasis on the further development of these skills across the whole curriculum. We will use "engagement staff" to address the specific dynamics of gang involvement and radicalisation and incorporate these sessions into our timetable(s) if required. Note: Tutor time will involve the "Keeping Children Safe in Education" themes in an informal environment. All students will be entered for examinations: ELC, FS, Level 1 & 2 Vocational subjects and GCSE if applicable. Students that might be based at our school for a limited time will still be offered programmes of study that link in with national qualifications. Students will study a range of vocational options (VTCT/NCFE) and focus on obtaining work experience where applicable. They will link in with local colleges, charities

and projects where applicable and the possibility of GCSE retakes or Functional Skills qualifications is on offer.

3. CURRICULUM TIME

The school week roughly comprises twenty five 40-45 minute periods although this may be adapted to individual pupil's needs. Pupils have a strong daily input in a menu of educational activities. Teaching time per subject reflects the need to maintain a broad and balanced curriculum. A generous time allocation is made in particular for English, Maths reflecting the importance of these subjects for all students at KS3 and KS4 and the development of vital basic skills as well as the more therapeutic subjects such as and hair & beauty. Pupils also receive social awareness, rules and respect teaching during breaks and dinner periods.

4. SCHEMES OF WORK

A scheme of work for each subject is essential in helping to plan teaching and learning within and across subjects, as well as documenting the curricular activities planned for groups of students and coverage of the curriculum programmes of study. Schemes of work also provide a basis for monitoring and evaluating the curriculum. Each subject has access to a scheme of work for each year group and we will review this, and update it as necessary, each year. The standard school format for schemes of work will be used, addressing common headings including: • planned teaching and learning activities • cross-curricular aspects and links to ICT and other subjects • differentiation including meeting needs as specified in EHC plans • assessment • homework (if applicable) • resources. Schemes of work aim to be made to measure to the changing cohorts of students. A scheme of work is a programme of study that will be adapted to each individual learner's needs in order to make it an effective tool. This can be done by taking guidance from a possible EHC plan or particular learning style.

5. DIFFERENTIATION

Students need to work at a level and pace appropriate to their potential. Students are taught in classes grouped by broad ability and prior attainment or of mixed ability. Whatever the form of grouping a differentiated approach is required to ensure that the range of abilities, individual needs and interests of students is taken into account, so enabling them to experience success. (Please see individual subject policies and schemes of work.)

6 TEACHING AND LEARNING

IEP Evaluation

IEP Students learn through their experiences and by being taught. They learn most effectively when they feel valued, when they are encouraged to take responsibility for their own learning and when they are actively involved in the learning process. A range of teaching and learning strategies needs to be employed with students of all ages in order to increase and maintain their motivation and to create a challenging, stimulating and rewarding learning environment in which they can succeed. Strategies will include working individually, in pairs and small groups, whole class teaching, practical work, problem solving, role play, the use of ICT and video and visits outside the classroom.

Assessment for learning:

Baseline assessments include: • BKSB • Solar • The National Curriculum level descriptors • Key stage 2 SATs results where available • Previous school reports • Cognitive ability test results
Assessments of learning: • Questioning to assess student understanding during classroom activities • Marking students work stating level of work • Solar • BKSB • National curriculum level descriptors • Behaviour assessment for learning • Current levels of functioning • Progress report • End of year reports.
Assessment as learning: • Plenary • Student and teacher self-assessment • Peer assessment Literacy

For many of the children and young people these aspects of learning represent the most significant barriers to learning. Some have learning difficulties; some have lost ground through having missed education; many react negatively to lessons in which reading and writing play a part. For all of them, progress in literacy is essential, in that it plays a part in all aspects of the curriculum and is closely allied to thinking and learning skills. Because of this it is the highest of priorities within the curriculum.

Rationale:

We aim to provide a supportive, stimulating and secure environment where children and young people are encouraged to express themselves and where their contributions are valued. We will provide for the language development of pupils and will develop their ability to use language to think, to explore and to recognise and communicate their ideas. We will at the same time take into account how we support literacy difficulties when planning, so that we can provide access to learning experiences across the curriculum that are matched to ability and interest, whatever the language level of the pupil.

Literacy Principles:

1. Literacy is a right for all pupils and a central part of preparation for adult life.
2. There is a responsibility upon all teachers and support staff to develop literacy, and to approach its development consistently.
3. We will prioritise the development of literacy across all areas of the curriculum.
4. We will consider the literacy demands of all lessons, tasks, and resources; ensure that they are matched to pupils' attainment.
5. We will make literacy support a key feature of differentiation in all subjects.
6. We will carry out baseline testing on entry to the school and subsequently to ensure accurate assessment of need.
7. We will take specialist advice from speech and language therapists where barriers in this area are identified by statement.
8. We will ensure that all staff have accurate information about the literacy levels of pupils they teach, about how best to support them, and about their targets for development.

9. We recognise that language is central to students' sense of identity, belonging and growth; and in turn to raising students' own expectations of achievement, improving students' confidence and self-expression.

10. Reading and reading clubs will be stimulated by allocating set time on our timetables.

Numeracy

'Numeracy is an essential life skill and learners need to be able to apply this skill across the curriculum in different subject areas, and in real life contexts. It is also about identifying and applying numerical reasoning skills in order to solve a problem and carrying out the numerical procedure which enables people to work out and show their solutions'.

Principles:

We aspire to enable our students to be able to:

1. recall mathematical facts confidently.
2. calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies.
3. use proportional reasoning to simplify and solve problems.
4. use calculators and other IT resources appropriately and effectively to solve mathematical problems, and select from the display the number of figures appropriate to the context of a calculation.
5. use simple formulae and substitute numbers in them.
6. measure and estimate measurements, choosing suitable units, and reading numbers correctly from a range of meters, dials and scales.
7. calculate simple perimeters, areas and volumes, recognizing the degree of accuracy that can be achieved.
8. understand and use measures of time and speed, and rates such as £ per hour or miles per litre.
9. draw plane figures to given specifications and appreciate the concept of scale in geometrical drawings and maps.
10. understand the difference between the mean, median and mode and the purpose for which each is used.
11. collect data, discrete and continuous, and draw, interpret and predict, from graphs, diagrams, charts and tables.
12. have some understanding of the measurement of probability and risk. explain methods and justify reasoning and conclusions, using correct mathematical terms.
13. judge the reasonableness of solutions and check them when necessary. give results to a degree of accuracy to the context. See the Maths policy for further details.

7. HOMEWORK

Regular and appropriate homework set according to the published schedule is an integral part of students' curricular entitlement. Homework enables students to consolidate and extend work covered in lessons, to carry out private study and research and to develop good study habits. Each student will keep a homework diary.

8. TRANSITION

Teaching programmes are carefully planned to consider students' previous work and achievements. This work will be supported using agreed transfer documentation including curriculum information, Transition plans, EHC plans and other formal and informal contacts between teaching staff here and at our main partner provision. The importance of transition from KS3 to ELC/ FS and GCSE courses also needs to be recognised in the planning of schemes of work and the level of demands made of students. All students to whom it might be applicable will receive a bespoke transition plan whereby they will be integrated into a main stream peer group setting.

9. HOME TUITION/ENGAGEMENT

Home tuition can be organised in the following circumstance: 8 A student is in crisis and a risk assessment and re-integration plan advise home tuition in order for the student to have time away from school and facilitate a smooth re-integration when the student is back to base line. Home tuition will include numeracy and literacy alongside other subjects according to the student's individual learning plan. There will be a morning session (3x 45 minutes) and an afternoon session during which individualised education will be delivered.

10. MANAGEMENT, MONITORING AND EVALUATION

Overall responsibility for the curriculum at our school rests with the head of Teaching and Learning. Further curriculum responsibilities are:

- The head of T&L to work with the Head of Education in ensuring a broad curriculum and its assessment procedures are carried out
- To agree a sex education policy for the school
- To ensure emotional education is provided
- To ensure the special educational needs policy is being carried out in identifying and helping students with special need
- To hear any complaints from parents, students and teacher concerning the curriculum
- To discuss educational progress and issues on a weekly basis in the T&L meetings.

An annual review of the effectiveness of the curriculum regarding the progress of the students will be held under the guidance of the head of T&L. The head of Teaching and Learning is responsible for day-to-day decisions about the management of the curriculum and of the school and reports to the Head of Education. They will also ensure that the curriculum is free of partisan or politically prejudiced views, be this whilst education takes place on site or off site under school direction. It is also their responsibility to ensure the curriculum presents a balanced view of opposing views in lessons, lesson materials, and promotion materials as well as in extracurricular materials/ activities.